SPECIMEN

General Certificate of Secondary Education

Media Studies

Unit B322 Textual Analysis and Media Topic (Moving Image)

Specimen Paper

B322

Time: 1 hour 45 minutes

Candidates answer on the question paper.
Additional materials:
DVD

Candidate Forename		Candidate Surname	

Centre Number		Candidate Number	

INSTRUCTIONS TO CANDIDATES

*   Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
*   Use black ink. Pencil may be used for graphs and diagrams only.
*   Read each answer carefully and make sure you know what you have to do before starting your answer.
*   Answer **all** the questions in both Section A and Section B.
*   Do not write in the bar codes.
*   Do not write outside the box bordering each page.

INFORMATION FOR CANDIDATES

*   The number of marks for each question is given in brackets [ ] at the end of each question or part question.
*   The total number of marks for this paper is 80
*   Section A is marked out of 50, Section B out of 30.
*   The quality of written communication will be taken into account when assessing your work.

FOR EXAMINER'S USE	
1	
2	
3	
4a	
4b	
TOTAL	

This document consists of **3** printed pages.

[Turn over

Section A

The extract is from the film **'King Arthur'** (Buena Vista Home Video, 2005).

Characters:

Arthur	In charge of the small band of archers
Guinevere	The female archer
Lancelot	Says that Guinevere looks frightened
Tristan	Fires the first arrow for Arthur
Dagonet	Runs out with an axe to break the ice
Bors	Runs out to help Arthur rescue Dagonet
Cynric	Leader of the larger group

ADVICE TO CANDIDATES

- You have three minutes to read all the questions before the extract begins

- The extract will be played **four** times

- **First screening:** watch the extract; no notes are to be made this time

- **Second screening:** watch the extract and make notes

- There will be a break for you to make notes on the answers to the questions

- **Third screening:** watch the extract and make notes

- There will be another short break to make notes

- **Fourth and final screening:** watch the extract and make notes

Answer all three questions using examples from the extract.

1 Give **two** ways in which the characters and/or events in the extract fit the action adventure genre**.** **[10]**

2 Explain how media language is used to create effects that fit the action adventure genre using **each** of the following:

- soundtrack

- camerawork

- editing

- mise-en-scène. **[20]**

3 Discuss the ways in which people and/or war are represented in the extract. **[20]**

Total [50]

Section B

Answer this question using Television and/or Radio Comedy programmes you have studied.

4 Pick **two** TV or radio comedies you have studied.

(a) Discuss why they were scheduled:

- On the channels that chose them

- On the days and times they were transmitted. **[15]**

(b) Show how these two programmes offer their audiences different pleasures. **[15]**

Total [30]

Paper Total [80]

MEDIA STUDIES

Unit B322:   Textual Analysis (Moving Image) & Media Topic

Specimen Mark Scheme

The maximum mark for this paper is [80].

The maximum mark for this paper is 80

The unit is marked out of a total of 80.

The purpose of this unit is to assess candidates' ability to:

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed (AO1)

Analyse and respond to media texts/topics using media key concepts and appropriate terminology (AO2)

The overall distribution of assessment objectives for this unit is 40% AO1 and 60% AO2. These are broken down by question as follows:

Q1	**5 marks** AO1	knowledge of generic conventions
	10 marks AO2	textual analysis
Q2	**20 marks** AO2	textual analysis
Q3	**5 marks** AO1	knowledge of representation issues: (e.g. stereotyping, access/exclusion)
	10 marks AO2	textual analysis
Q4	**22 marks** AO1	knowledge and understanding of TV or radio comedy texts, TV or radio channels and scheduling, and audience pleasures
	8 marks AO2	textual analysis

Section A		
Question Number	**Answer**	**Max Mark**
1	**Give two ways in which the characters and/or events in the extract fit the action adventure genre.** Candidates may discuss various narrative features of the extract that fit the conventions of the action/adventure genre, for example: • Arthur and his band are characterised as underdog heroes • They are pitted against a powerful enemy • Conflict is represented by violence • Arthur wins out against the odds by quick-wittedness, coolness under pressure, and superior teamwork • Guinevere offers the possibility of romance (hybridity) Candidates may cite other films they have studied that share these elements as a means of establishing that they are generic conventions, but these citations should be very brief – answers should prioritise the use of textual evidence from the extract over description of other texts. **Level 1 (0-3 marks)** Shows minimal understanding of the task Shows minimal understanding of generic conventions Offers minimal textual evidence from the extract Minimal or inaccurate use of terminology **Level 2 (4-5 marks)** Shows basic understanding of the task Shows basic understanding of generic conventions Offers some textual evidence from the extract Limited use of terminology **Level 3 (6-7 marks)** Shows sound understanding of the task Shows sound understanding of appropriate generic conventions Offers sound textual evidence from the extract Some sound use of terminology **Level 4 (8-10 marks)** Shows clear understanding of the task Shows comprehensive understanding of appropriate generic conventions Offers a range of textual evidence from the extract Appropriate use of terminology	**[10]**

Section A		
Question Number	**Answer**	**Max Mark**
2	**Explain how media language is used to create effects that fit the action adventure genre using each of the following**: • **soundtrack** • **camerawork** • **editing** • **mise-en-scène.** Candidates should discuss one example of each of the bullet points, explaining how they create a specific effect. They may chose to discuss the same effect across the range of media language or pick different effects. They may, for example, discuss how each of bullet points creates a sense of action by giving examples of how the music synchronises with the action, crane shots emphasise the action, fast-paced editing drives the action, and the setting of a frozen lake cracking underfoot adds suspense to the action. They may, for example, discuss how the sound of the heroes' bows stretching is mixed very high in the soundtrack to emphasise their power (action), how the use of medium close shots at the beginning of the extract demonstrates the characters' emotional reaction to their situation (suspense), how the cross cutting between the heroes and the enemy leader emphasises their antagonism (conflict), how costume, casting, make up and hair is used to establish character (clear demarcation between heroes and villains). Marks will be allocated, whichever approach is chosen, for accurate identification of media language, using terminology as appropriate, and clear explanation of connotative effect. **Level 1 (0-7 marks)** Minimal range of examples (perhaps only one bullet point covered) Offers minimal textual evidence from the extract Minimal or inaccurate use of terminology Minimal or no understanding of connotative effect **Level 2 (8-11 marks)** Limited range of examples (perhaps only two bullet points covered) Offers some textual evidence from the extract Limited use of terminology Basic understanding of connotative effect	**[20]**

Section A		
Question Number	**Answer**	**Max Mark**
	Level 3 (12-15 marks) Range of examples Offers sound textual evidence from the extract Some sound use of terminology Some sound understanding of connotative effect **Level 4 (16-20 marks)** Comprehensive range of examples (covers all bullet points) Offers a range of textual evidence from the extract Appropriate use of terminology Competent understanding of connotative effect	
3	**Discuss the ways in which people and/or war are represented in the extract.** Candidates should recognise the stereotypical representation of violence as a male activity. They may further recognise the deliberate anti-stereotyping strategy of making Guinevere an equal (but token female) member of the group. Other representation issues they might discuss include: • The exclusively white representation • The exclusion of older characters from the heroes • The equation of physical attractiveness with heroism • The heroes have English accents, the villains have German • The heroes are individuals, the villains, apart from their leader, are an undifferentiated mass • The extract celebrates martial teamwork, self-sacrifice, and the triumph of superior technology and strategy over numbers **Level 1 (0-7 marks)** Shows minimal understanding of the task Shows minimal understanding of representation issues Offers minimal textual evidence from the extract **Level 2 (8-11 marks)** Shows basic understanding of the task Shows basic understanding of representation issues Offers some textual evidence from the extract	**[20]**

Section A		
Question Number	**Answer**	**Max Mark**
	Level 3 (12-15 marks) Shows sound understanding of the task Shows sound understanding of appropriate representation issues Offers textual evidence from the extract that exemplifies these issues **Level 4 (16-20 marks)** Shows clear understanding of the task Shows comprehensive understanding of appropriate representation issues Offers a range of textual evidence from the extract that exemplifies these issues	
	Section A Total	**[50]**

Section B		
Question Number	**Answer**	**Max Mark**

4(a)	**Pick two TV or radio comedies you have studied. Discuss why they were scheduled:**
	
	    • **On the channels that chose them**
	
	    • **On the days and times they were transmitted**
	
	Level 1 (0-3 marks)
	Minimal or inaccurate use of terminology
	Shows minimal knowledge of TV or radio channels and scheduling
	Minimal or no understanding of how channels use scheduling to reach audiences
	
	Level 2 (4-7 marks)
	Limited use of terminology
	Shows basic knowledge of TV or radio channels and scheduling
	Basic understanding of how channels use scheduling to reach audiences
	
	Level 3 (8-11 marks)
	Some sound use of terminology
	Shows sound knowledge of TV or radio channels and scheduling
	Sound understanding of how channels use scheduling to reach audiences
	
	Level 4 (12-15 marks)
	Appropriate use of terminology
	Shows comprehensive knowledge of TV or radio channels and scheduling
	Clear understanding of how channels use scheduling to reach audiences
	Some understanding of how programmes reflect institutional contexts
		[15]

4(b)	**Show how these two programmes offer their audiences different pleasures**. **Level 1 (0-3 marks)** Shows minimal knowledge of audience pleasures Minimal or no understanding of how programmes offer audience pleasures May describe texts	**[15]**

Section B		
Question Number	**Answer**	**Max Mark**
	Level 2 (4-7 marks) Shows basic knowledge of audience pleasures Basic understanding of how programmes offer audience pleasures Limited textual examples **Level 3 (8-11 marks)** Shows sound knowledge of audience pleasures Sound understanding of how programmes offer audience pleasures Some understanding of differences between programmes Some textual examples **Level 4 (12-15 marks)** Shows comprehensive knowledge of audience pleasures Clear understanding of how programmes offer audience pleasures Clear understanding of differences between programmes Appropriate exemplification	
	Section B Total	**[30]**
	Paper Total	**[80]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
Section A	10	40	**50**
Section B	22	8	**30**
Totals	**32**	**48**	**80**